

Audubon Public Schools



Skills for Living Curriculum Guide

Developed by:

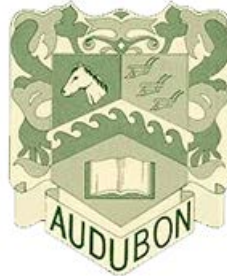
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Course Description

Skills for Living

Skills for Living is designed to prepare students for life in “the real world.” This class will help the student develop skills that will be used throughout a lifetime. Students will learn basic information and practical skills in the areas of child development, nutrition, food preparation, and clothing care. Demonstrations, worksheets, readings, tests, projects, and lab experiences will be a part of some units of study. Students will learn the skills needed to work cooperatively in the workplace. Skills for Living is a class that will benefit every student by giving them the confidence to meet the challenges of the future.

Overview / Progressions

Skills for Living

Overview	Career Ready Practices	Career and Technical Education	Companion Standards
Unit 1- Basic Clothing Care	CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.	9.3.HT-RFB.4	RST.9-10.3 RST.9-10.4. RST.9-10.7
Unit 2- Child Development	CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.	9.3.HT-RFB.4 9.3.HU-ED.1 9.3.HU-ED.2 9.3.HU-ED.5 9.3.HU-ED.6 9.3.HU-ED.7	RST.9-10.3 RST.9-10.4. RST.9-10.7 2.4.12.B.1 2.4.12.C.1 2.4.12.C.2 2.4.12.C.3 2.4.12.C.4 2.4.12.C.5 2.4.12.C.6 2.4.12.C.7

Unit 3 -Basic Cooking Skills	CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.	9.3.HT-RFB.2 9.3.HT-RFB.4	RST.9-10.3 RST.9-10.4. RST.9-10.7
Unit 4 - Nutrition and Wellness	CRP1. CRP2. CRP3. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP10. CRP11. CRP12.	9.3.HT-RFB.2 9.3.HT-RFB.4	RST.9-10.3 RST.9-10.4. RST.9-10.7 2.1.12.B.3 2.1.12.C.1

Skills for Living	Grades 9-12	Unit 1	Marking Period 1
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Focus Indicator	
Basic Clothing Care	
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP11.	Use technology to enhance productivity.
16.2.5	Demonstrate appropriate procedures for care and disposal or recycling of textile products, considering diverse needs locally and globally.
16.2.7	Evaluate quality of textiles, fashion, and apparel construction and fit.
16.4.5	Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Stain Lab ● Sewing Samples ● Symbol Poster 	<ul style="list-style-type: none"> ● Repurposed / Restyled garment / Sewing Project ● Unit test ● Symbol Quiz
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book/Google Classroom ● Washer / Dryer ● Garment Labels 	<ul style="list-style-type: none"> ● Internet ● Youtube
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Using appropriate tools (rulers, rotary cutters) ● Informational reading in content area 	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● I know how to determine quality in clothing. ● I can launder my clothes and make basic repairs to them. ● I can repurpose old clothes and scrap fabric to make new items. 	<ul style="list-style-type: none"> ● What should I look for in determining quality in clothing? ● How do I do my laundry? ● How do I sew on a button? ● How do I repair a seam? ● How do I repair a hem? ● How can I reuse my clothing and scrap fabric to make something useful to me?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

Skills for Living	Grades 9-12	Unit 2	Marking Period 2
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Focus Indicator	
Child Development	
9.3.HU-ED.1	Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
9.3.HU-ED.2	Communicate effectively with fellow staff members to facilitate child development activities.
9.3.HU-ED.5	Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.
9.3.HU-ED.6	Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
9.3.HU-ED.7	Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Worksheets ● Group Assignments ● Children’s Book ● Newborn care demo 	<ul style="list-style-type: none"> ● Mock Preschool and planning ● Parenting Simulation Project ● Unit test
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book/Google Classroom ● Articles 	<ul style="list-style-type: none"> ● Internet ● Videos
Cross-Curricular Connections	

<ul style="list-style-type: none"> ● Informational reading in information child care and development ● Informational writing in child care and development 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Providing for a child’s developmental needs begins with good prenatal care. ● I have a basic understanding of how to provide for young children’s physical, social, emotional, and intellectual needs. ● Play is an important aspect in a child’s physical, social, emotional and intellectual development. 	<ul style="list-style-type: none"> ● What are some of the challenges of parenting? ● What is the Safe Haven Law? ● What challenges do teen parents face? ● What options are available to couples having trouble conceiving? ● What is a caregiver and what qualities are important in a child caregiver? ● What challenges do parents of newborns face? ● What is prenatal development and why is it important?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

	<ul style="list-style-type: none"> • 	
IEP	<ul style="list-style-type: none"> • Provide access to a variety of tools for responses • Provide opportunities to build familiarity and to practice with multiple media tools • Graphic organizers 	<ul style="list-style-type: none"> • Leveled text and activities that adapt as students build skills • Provide multiple means of action and expression • Consider learning styles and interests • Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> • Pre-teach new vocabulary and meaning of symbols • Embed glossaries or definitions • Provide translations • Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> • Provide flash cards • Incorporate as many learning senses as possible • Portray structure, relationships, and associations through concept webs • Graphic organizers
At-risk	<ul style="list-style-type: none"> • Purposeful seating • Counselor involvement • Parent involvement 	<ul style="list-style-type: none"> • Contracts • Alternate assessments • Hands-on learning
Integrating Technology		
<ul style="list-style-type: none"> • Chromebooks • Internet research 		<ul style="list-style-type: none"> • Virtual collaboration and projects

Skills for Living	Grades 9-12	Unit 3	Marking Period 3
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Focus Indicator	
Basic Cooking Skills	
CRP4.	Communicate clearly and effectively and with reason
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
9.3.HT-RFB.4	Demonstrate leadership qualities and collaboration with others.
CRP12.	Work productively in teams while using cultural global competence.
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Lab Participation and Reports ● Measuring Demo ● Worksheets ● Cookie Cutter Project 	<ul style="list-style-type: none"> ● Safety and Sanitation Quiz ● Unit test
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book/Google Classroom ● Safety Video ● Class Recipes 	<ul style="list-style-type: none"> ● Internet ● Youtube ● Cookbooks
Cross-Curricular Connections	

<ul style="list-style-type: none"> ● Informational reading in content area ● Informational writing in content area ● Collaboration with Creative Technology classes to create a cookie cutter. 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● It is important to follow safety and sanitation procedures when preparing food. ● Using proper measuring and cooking techniques will improve the outcome of a recipe. ● I can read and follow a recipe. ● I can identify basic cooking equipment and define basic cooking terms. 	<ul style="list-style-type: none"> ● How can I prepare foods in a safe manner? ● How can I prepare foods in a sanitary manner? ● What food borne illnesses should I be aware of and what are their symptoms? ● How do I read a recipe? ● How do I make a recipe larger? Smaller? ● What new vocabulary will I need to know in order to cook? ● How do I properly measure different ingredients? ● How has technology improved foods?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 		<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Skills for Living	Grades 9-12	Unit 4	Marking Period 4
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Focus Indicator	
Nutrition and Wellness	
CRP4.	Communicate clearly and effectively and with reason
9.3.HT-RFB.2	Demonstrate safety and sanitation procedures in food and beverage service facilities.
2.1.12.B.3.	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
CRP12.	Work productively in teams while using cultural global competence.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Nutrient Booklet ● Worksheets / Hyperdocs ● Cereal box project 	<ul style="list-style-type: none"> ● Lab Participation and Reports ● Unit test
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book/Google Classroom ● ChooseMyPlate.gov 	<ul style="list-style-type: none"> ● Internet ● Youtube
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in nutrition and wellness 	

<ul style="list-style-type: none"> ● Informational writing in nutrition and wellness 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● I know how many calories I need to eat each day to stay healthy. ● I know how much food I should eat from each of the My Plate groups. ● I know which foods are the smartest choices from each of the groups on the My Plate food guide. ● I know how to read a food label. ● I can plan healthful and attractive meals. ● I can prepare a variety of foods from each of the groups on the My Plate food guide. 	<ul style="list-style-type: none"> ● What is the My Plate food guide? How does it apply to me? ● What is the ChooseMyPlate.gov website about? What can it tell me? ● Where do foods fit on the My Plate food guide? ● What information is required by law to appear on a food label? ● What are nutrients? Where do they come from and what do they do for my body? ● What information should I consider when planning meals? ● How do I prepare foods from the groups on the My Plate food guide?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research 	<ul style="list-style-type: none"> ● Virtual collaboration and projects 	

- Online programs

- Presentations using presentation hardware and software

Appendix

Audubon Public Schools
 Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
 Written By: Deborah Waite Revised by Deborah Waite
 Approved: January, 2011
 Reapproved June 2017

Course Title: Skills for Living

Unit Name: Basic Clothing Care

Grade Level: 9-12

<p>Content Statements In this unit students will learn how to look for quality in clothing and how to care for their clothes.</p>	<p>NJSLS: 9.1.12.A.1 9.1.12.B 9.1.12.C.4-5 9.1.12.D 9.1.12.F. 1-3, 5 9.2.12.A.8 9.3.12.C.11, 13</p> <p>Companion Standards: RST9-12.5-9 WHST 9-12 All</p>
<p>Overarching Essential Questions How do I care for my clothes so they last longer? How do I make basic repairs to clothing myself? What can I do with clothes that are no longer useful to me?</p>	<p>Overarching Enduring Understandings I can extend the life of my wardrobe by properly caring for my clothing. I can help the environment by restyling, repurposing and recycling old clothing instead of throwing it away.</p>
<p>Unit Essential Questions What should I look for in determining quality in clothing? How do I do my laundry?</p>	<p>Unit Enduring Understandings I know how to determine quality in clothing. I can launder my clothes and make basic repairs to them.</p>

<p>How do I sew on a button?</p> <p>How do I repair a seam?</p> <p>How do I repair a hem?</p> <p>How can I reuse my clothing and scrap fabric to make something useful to me?</p>	<p>I can repurpose old clothes and scrap fabric to make new items.</p>
<p>Unit Rationale Students must understand how to care for their clothes so that they will last.</p>	<p>Unit Overview Students will learn how to look for quality in clothing by evaluating a variety of garments.</p> <p>They will also learn how to care for their clothes by practicing basic hand sewing techniques and demonstrating proper laundering techniques.</p>
<p>Authentic Learning Experiences Stain Lab Sewing Samples Restyled / Repurposed Garment</p>	
<p>21st Century Skills and Themes Global: discussion of clothing manufacturing around the world, sweatshops, social responsibility Collaboration: many activities are collaborative in nature Problem Solving: analyzing stain removers, restyling/repurposing garments Technology: utilizing the internet to access and analyze information</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit builds on previous life experiences students may have had with sewing and clothing care. Students will be better prepared to purchase quality clothing and care for their garments.</p>	
<p>Key Terms Ironing – process of moving an iron across fabric to smooth wrinkles Pressing – process of lifting the iron up and down to apply pressure in one area of a garment at a time Dry cleaning – process that cleans clothes using organic chemical solvents; water is not used Seam ripper – a cutting tool designed to rip open unwanted seams Sharps – size 7 or 8 needles most often used for hand sewing</p>	

<p>Pincushion – temporarily holds pins & needles</p> <p>Emery bag – sometimes attached to a pincushion, used for sharpening pins & needles</p> <p>Tape measure – measuring tool used for taking body measurements, usually 60 inches long</p> <p>Thimble – sewing tool used to prevent the needle from pricking your finger</p> <p>Tailor’s ham – firmly stuffed oval cushion used to shape curved areas while pressing</p> <p>Shank – the part of some buttons designed to compensate for the thickness of the garment layers; must be made out of thread when using “sew-through” (shanless) buttons</p>
<p>Instructional Strategies</p> <p>Lecture</p> <p>Monitor and observe</p> <p>Facilitate</p> <p>Model and demonstrate</p>
<p>Customizing Learning/ Differentiation</p> <p>Special Needs - Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL - Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students’ families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region’s biodiversity is invaluable to the group’s work.</p> <p>Gifted Learners - Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners - Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments</p> <p>Stain Lab</p> <p>Sewing Samples</p> <p>Repurposed / Restyled Garment</p>
<p>Interdisciplinary Connections</p> <p>Language arts – writing, oral communication</p> <p>Math – measuring</p> <p>Social Studies – global manufacturing</p>
<p>Resources</p> <p>Video: Clothing Care: Laundry and Stain Removal</p>

Text: Succeeding in Life and Career , 2017 , Goodheart-Wilcox

www.newdressaday.com

www.fabriclink.com

www.youtube.com - sewing demonstrations

www.pinterest.com

Suggested Activities for Inclusion in Lesson Planning

Using a checklist, evaluate the quality of several garments

Create posters showing clothing care symbols & meanings; poster contest

Cut pictures of clothes from magazines and sort them into proper loads of laundry

Test and evaluate the effectiveness of a variety of stain removers on a variety of stains

Hand sew a basic seam

Hand sew a hem

Hand sew a button

Repurpose or restyle a garment

Unit Timeline

Suggested: ½ - 1 marking period

Appendix

Differentiation

Enrichment

- Utilize collaborative media tools
- Provide differentiated feedback
- Opportunities for reflection
- Encourage student voice and input
- Model close reading
- Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Deborah Waite Revised by: Deborah Waite
Approved: January, 2011
Reapproved June 2017

Course Title: Skills for Living

Unit Name: Child Development

Grade Level: 9-12

Content Statements	NJSLS:
In this unit student will explore the physical, social, emotional and intellectual development of children from conception through age four.	9.1.12.A.1 9.1.12.B

	<p>9.1.12.C.4-5 9.1.12.D 9.1.12.F.2, 6 9.2.12.A.1, 2,8, 9, 10 9.2.12.B. 4, 5 9.2.12.D.2 9.2.12.E.3 9.2.12.F.5 9.2.12.G.1, 7 9.3.12.C.1-3, 5, 6,10, 16, 18-24 9.4.12.J.1-16, 40-44, 46-47, 51-53, 55, 63-37 9.4.12.J.(1).1-7, 9-10, 12, 14-16</p> <p>Companion Standards :</p> <p>RST9-12.5-9 WHST 9-12 All</p>
<p>Overarching Essential Questions What is Child Development? Why should I study Child Development?</p>	<p>Overarching Enduring Understandings From conception to age four is an important time in children’s physical, social, emotional and intellectual development.</p>
<p>Unit Essential Questions What are some of the challenges of parenting? What is the Safe Haven Law? What challenges do teen parents face? What options are available to couples having trouble conceiving? What is a caregiver and what qualities are important in a child caregiver?</p>	<p>Unit Enduring Understandings Providing for a child’s developmental needs begins with good prenatal care.</p> <p>I have a basic understanding of how to provide for young children’s physical, social, emotional, and intellectual needs.</p> <p>Play is an important aspect in a child’s physical, social, emotional and intellectual development.</p>

<p>What challenges do parents of newborns face?</p> <p>What is prenatal development and why is it important?</p> <p>What are the stages of prenatal development and what significant things happen during each stage?</p> <p>What should children eat and how do I get them to eat it?</p> <p>What features make clothing suitable for children?</p> <p>What are active-physical play and manipulative-constructive play and how do they help children develop?</p> <p>How can I keep children safe from accidents and illness?</p> <p>What can I do to promote a child's independence and responsibility?</p> <p>How should I correct a child's negative behavior?</p> <p>Is spanking an effective consequence for negative behavior?</p> <p>How do I take care of a newborn?</p> <p>What is role of play in an infant's physical, social, emotional and intellectual development?</p> <p>What is role of play in a toddler's physical, social, emotional and intellectual development?</p> <p>What is the role of play in a preschooler's physical, social, emotional and intellectual development?</p>	
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<p>Unit Rationale Students must understand how to provide for children’s physical, social, emotional and intellectual needs.</p>	<p>Unit Overview Students will explore the physical, social, emotional and intellectual development of children from conception through age four by participating in research, observation, discussion and demonstration.</p>
<p>Authentic Learning Experiences “Parenthood” experience (egg babies or parenthood simulation dolls) Newborn care demonstration Toddler/Preschool labs</p>	
<p>21st Century Skills and Themes Global: discussions on similarities and differences across cultures Collaboration: most activities are collaborative in nature Problem Solving: answering research questions, designing developmentally appropriate activities Technology: utilizing the internet to access and analyze information</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit builds on previous life experiences students may have had with young children such as siblings or through babysitting. Students will be better prepared to interact with children as parents / caregivers or as child care professionals.</p>	
<p>Key Terms Infertility – the condition of being unable to conceive Conception – the beginning of pregnancy Zygote – single celled organism formed when a sperm and ovum unite Embryo – a developing human from the time the zygote attaches to the uterine wall until the 8th week after conception Fetus – a developing human from the 8th week after conception until birth Congenital disabilities – disabilities that exist from birth Caregiver – person who provides care for someone else Self-help features – clothing design detail that make clothes easier for children to put on and take off Active-physical play – helps children develop large muscle skills Manipulative- constructive play – helps children develop small muscle skills Guidance – everything caregivers do and say to promote socially acceptable behavior Imitative-imaginative play – children use their imaginations as they pretend to be other people or objects</p>	

<p>Dramatic play – a form of play involving role-playing where a child imitates another person or acts out a situation, but does so alone</p> <p>Socio-dramatic play – a stage of play where several children imitate others and act out situations together</p> <p>Sudden infant death syndrome (SIDS) – the sudden death of an apparently healthy baby during sleep</p>
<p>Instructional Strategies</p> <p>Lecture</p> <p>Monitor and observe</p> <p>Facilitate</p> <p>Model and demonstrate</p>
<p>Customizing Learning/ Differentiation</p> <p>Special Needs - Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL - Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students’ families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region’s biodiversity is invaluable to the group’s work.</p> <p>Gifted Learners - Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners - Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments</p> <p>Journal entries</p> <p>Parenthood simulation project</p> <p>Clothing Design</p> <p>Research Reports</p> <p>Foods Lab</p> <p>Toddler/preschool activity planning and lab</p> <p>Debate</p>
<p>Interdisciplinary Connections</p> <p>Language arts – writing, oral communication</p> <p>Science – prenatal development</p> <p>Health – prenatal development, birth defects, health and safety of children</p>
<p>Resources</p>

Text: Succeeding in Life and Career , 2017, Goodheart-Wilcox

<http://www.teenpregnancy.org>

<http://www.fabrics.net>

Egg Babies, 1984, Ross Creations, Inc.

Video: Baby Safe 2

Magazine article: Play by Walter F. Drew, Ed. D, Scholastic Parent and Child, June/July 2007

Magazine article: The Ages and Stages of Play, Parents, December 2007

Suggested Activities for Inclusion in Lesson Planning

Internet research

Brainstorm challenges faced by all parents

Research and design a poster promoting New Jersey's Safe Haven Law

Write about and discuss the challenges faced by teen parents

Research and report on options available to infertile couples

Parenting simulation (Egg babies or simulation dolls)

Research and report on birth defects

Research and create a timeline of the stages of prenatal development

Create a profile of an "ideal" caregiver

Draw a picture of a well balanced and appealing children's meal

Design/draw clothing appropriate for children

Analyze play activities to determine whether they are active-physical or manipulative-constructive play

Create a public service announcement about keeping children safe from accidents and illness

Role play situations where children can be given choices

Research guidance techniques

Debate spanking as a form of discipline by writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient textual and non-textual evidence

Research and demonstrate with a doll how to care for a newborn's physical needs

Evaluate a variety of toys and describe how they promote physical, social, emotional and intellectual growth in infants

Plan and participate in activities that promote the physical, social, emotional and intellectual development of toddlers

<p>Plan and participate in activities that promote the physical, social, emotional and intellectual development of preschoolers</p> <p>Prepare snack for children that are both healthful and appealing</p> <p>Read articles on a variety of related topics and complete a review sheet that includes determining the author's purpose and if the reasoning and evidence support the author's claim</p> <p>Write a children's book that is appropriate in content and length for the intended audience</p>
<p>Unit Timeline Suggested: 1 – 1 ½ marking periods.</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Deborah Waite Revised by : Deborah Waite
Approved: January, 2011
Reapproved June 2017

Course Title: Skills for Living Unit Name: Basic Cooking Skills Grade Level: 9-12

<p>Content Statements In this unit students will learn about kitchen safety and sanitation as well as the basic skills needed to cook.</p>	<p>NJSLS:</p> <p>9.1.12.A.1 9.1.12.B 9.1.12.C.4-5 9.1.12.D 9.1.12.F.2, 5 9.2.12.A.1, 5, 8 9.2.12.B.4, 5 9.2.12.D.2 9.3.12.C.1-3, 5-6, 10-11, 16, 18-24 9.4.12.I.1-20, 39-41, 45-52, 54-57,61, 63-68, 7-73,82-85 9.4.12.I.(1).1-3, 8-10</p>
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	<p>Companion Standards :</p> <p>RST9-12.5-9 WHST 9-12 All</p>
<p>Overarching Essential Questions What is the bare minimum I need to know to be able to cook?</p>	<p>Overarching Enduring Understandings I have the basic skills necessary to be able to cook.</p>
<p>Unit Essential Questions How can I prepare foods in a safe manner? How can I prepare foods in a sanitary manner? What food borne illnesses should I be aware of and what are their symptoms? How do I read a recipe? How do I make a recipe larger? Smaller? What new vocabulary will I need to know in order to cook? How do I properly measure different ingredients? How has technology improved foods?</p>	<p>Unit Enduring Understandings It is important to follow safety and sanitation procedures when preparing food. Using proper measuring and cooking techniques will improve the outcome of a recipe. I can read and follow a recipe. I can identify basic cooking equipment and define basic cooking terms.</p>
<p>Unit Rationale Students must know how to prepare food in a safe and sanitary manner. Students must also know certain basic cooking skills so that their recipes will be successful.</p>	<p>Unit Overview Students will learn about kitchen safety and sanitation as well as the basic skills needed to cook by participating in research, observation, and practice in foods lab.</p>
<p>Authentic Learning Experiences Foods Lab Research Reports on Food Borne Illnesses</p>	
<p>21st Century Skills and Themes</p>	

<p>Global: many recipes are international foods</p> <p>Collaboration: most activities are collaborative in nature</p> <p>Problem Solving: answering research questions, changing recipe quantities</p> <p>Technology: utilizing the internet to access and analyze information, studying advances in food technology</p>
<p>Unit Learning Targets/Scaffolding to CPIs</p> <p>This unit builds on any experience students may have had with preparing food and cooking. Students will continue to use these skills when preparing foods from the main groups on the MyPlate Food Guide. .</p>
<p>Key Terms</p> <p>Yield – how much the recipe makes or how many it will serve</p> <p>Cream – to make a soft, smooth, velvety mixture, usually refers to the combining of sugar and shortening</p> <p>Dredge - to coat the surface with flour, meal or other powdery substance</p> <p>Fold – to mix ingredients by using two motions, cutting straight down through the mixture and across the bottom of the mixing bowl, turning the mixture over and over</p> <p>Knead – to press dough with the palm of the hand, turning the dough slightly as you push</p> <p>Pare – to cut off the outer covering</p> <p>Sauté – to cook in a small amount of liquid</p> <p>Scald – to heat liquid to a temperature just below the boiling point, to heat milk until a skin forms</p> <p>Sift – to put dry ingredients through a sieve, adds air and removes lumps</p> <p>Whip- to beat with an egg beater or mixer</p>
<p>Instructional Strategies</p> <p>Lecture</p> <p>Monitor and observe</p> <p>Facilitate</p> <p>Model and demonstrate</p>
<p>Customizing Learning/ Differentiation</p> <p>Special Needs - Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL - Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students’ families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region’s biodiversity is invaluable to the group’s work.</p> <p>Gifted Learners - Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners - Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific</p>

data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.

Formative Assessments

Lab Reports

Interdisciplinary Connections

Language arts – writing, oral communication

Math – measuring, conversions

Science – food borne illness; food technology

Health – safety and sanitation

Resources

Text: Succeeding in Life and Career , 2017, Goodheart-Wilcox

Video: Safety in the Kitchen

<http://www.youtube.com> various cooking demonstrations

Various cookbooks

Suggested Activities for Inclusion in Lesson Planning

View Safety in the Kitchen Video, identify possible safety hazard in the classroom kitchens

Identify safety equipment in the classroom

Create posters describing the 4 C's of Food Safety and vote on which ones to hang in the classroom

Research certain food borne illnesses and their symptoms and present to the class

“Create” a recipe that contains all of the important parts of a recipe and identify them

Convert recipes to double the yield and half the yield

Identify and define cooking terms commonly found in recipes

Identify the cooking equipment found in the classroom

Practice and demonstrate measuring techniques

Prepare a variety of simple recipes in Foods Lab

Research and report on advances in food technology

Unit Timeline

Ongoing

Appendix

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Written By: Deborah Waite Revised by: Deborah Waite

Approved: January, 2011

Reapproved June 2017

Course Title: Skills for Living

Unit Name: Nutrition and Wellness

Grade Level: 9-12

<p>Content Statements In this unit students will examine the importance of good nutrition to maintain a healthy body</p>	<p>NJSLS: 9.1.12.A.1 9.1.12.B 9.1.12.C.4-5 9.1.12.D 9.1.12.F.2, 5 9.2.12.A.1, 5, 8 9.2.12.B.4, 5 9.2.12.D.2 9.3.12.C.1-3, 5-6, 10-11, 16, 18-24 9.4.12.I.1-20, 39-41, 45-52, 54-57,61, 63-68, 7-73,82-85 9.4.12.I.(1).1-3, 8-10</p> <p>Companion Standards : RST9-12.5-9 WHST 9-12 All</p>
<p>Overarching Essential Questions What does my body need to stay healthy? How do I prepare the foods that my body needs?</p>	<p>Overarching Enduring Understandings I know the basics of nutrition and am able to prepare healthful meals.</p>
<p>Unit Essential Questions What is the My Plate food guide? How does it apply to me? What is the ChooseMyPlate.gov website about? What can it tell me?</p>	<p>Unit Enduring Understandings I know how many calories I need to eat each day to stay healthy. I know how much food I should eat from each of the My Plate groups.</p>

Where do foods fit on the My Plate food guide?	I know which foods are the smartest choices from each of the groups on the My Plate food guide.
What information is required by law to appear on a food label?	I know how to read a food label.
What are nutrients? Where do they come from and what do they do for my body?	I can plan healthful and attractive meals.
What information should I consider when planning meals?	I can prepare a variety of foods from each of the groups on the My Plate food guide.
How do I prepare foods from the groups on the My Plate food guide?	
Unit Rationale Students must know and practice the basics of nutrition in order to maintain good health.	Unit Overview Students will examine the importance of good nutrition to maintaining a healthy body by analyzing their own food choices and how they fit it the MyPlate food guide and preparing healthful foods.
Authentic Learning Experiences Cereal Box Design Foods Lab	
21st Century Skills and Themes Global: many recipes are international foods Collaboration: most activities are collaborative in nature Problem Solving: answering research questions Technology: utilizing the internet to access and analyze information	
Unit Learning Targets/Scaffolding to CPIs In this unit students must continue to practice the basic cooking skills. This unit will prepare them for a lifetime of healthful cooking and eating.	
Key Terms Nutrient – chemical substance from food which the body uses to function properly	

<p>Nutrition – the science of how nutrients support the body</p> <p>Carbohydrate – a nutrient that serves as the major source of energy in the diet</p> <p>Protein – nutrient found in every cell in the body, needed for growth, maintenance and repair of body tissues</p> <p>Amino acid – a component of proteins</p> <p>Complete protein – protein that supplies all of the amino acids the human body needs</p> <p>Incomplete protein – protein that supplies only some of the amino acids the human body needs</p> <p>Fats – nutrient that provides a concentrated source of food energy</p> <p>Saturated fat – fat that is generally solid at room temperature</p> <p>Unsaturated fat – fat that is most often liquid at room temperature</p> <p>Cholesterol – fatty substance found in every cell in the body</p> <p>Minerals – inorganic substances needed for building tissues and regulating body functions</p> <p>Vitamins – organic substances needed in small amounts for normal growth and maintenance of good health</p>
<p>Instructional Strategies</p> <p>Lecture</p> <p>Monitor and observe</p> <p>Facilitate</p> <p>Model and demonstrate</p>
<p>Customizing Learning/ Differentiation</p> <p>Special Needs - Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL - Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students’ families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region’s biodiversity is invaluable to the group’s work.</p> <p>Gifted Learners - Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners - Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments</p> <p>Lab Reports</p>
<p>Interdisciplinary Connections</p> <p>Language arts – writing, oral communication</p> <p>Math – measuring, conversions</p>

<p>Health – safety and sanitation, nutrition, Food Guide Pyramid Science – nutrition and the body</p>
<p>Resources Text: Succeeding in Life and Career , 2017, Goodheart-Wilcox www.ChooseMyPlate.gov http://www.youtube.com various cooking demonstrations Various cookbooks</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Place food clings in the proper food group on the Choose MyPlate poster Create a cereal box showing all the food label information required by law</p> <p>Research the ChooseMyPlate.gov website, especially the food groups Create a booklet of the six classes of nutrients; identify food sources and functions Using the food clings and the plate poster, create meals demonstrating the Principles of Meal Planning Prepare a variety of recipes from all of the Food groups in Foods Lab Read articles on a variety of related topics and complete a review sheet that includes determining the author’s purpose and if the reasoning and evidence support the author’s claim</p>
<p>Unit Timeline Suggested: 1- 1 ½ marking periods</p>

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